

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)
- | | |
|-----------|-----------------------------------|
| 10 | Elementary schools (includes K-8) |
| 2 | Middle/Junior high schools |
| 1 | High schools |
| | K-12 schools |
| 13 | TOTAL |

2. District Per Pupil Expenditure: 8557

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☒ Small city or town in a rural area
☐ Rural

4. 4 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	16	10	26	6			0
K	25	22	47	7			0
1	14	15	29	8			0
2	21	11	32	9			0
3	10	16	26	10			0
4	14	18	32	11			0
5	14	13	27	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							219

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
 0 % Asian
 3 % Black or African American
 18 % Hispanic or Latino
 0 % Native Hawaiian or Other Pacific Islander
 79 % White
 0 % Two or more races
 100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 12 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	10
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	17
(3)	Total of all transferred students [sum of rows (1) and (2)].	27
(4)	Total number of students in the school as of October 1.	219
(5)	Total transferred students in row (3) divided by total students in row (4).	0.123
(6)	Amount in row (5) multiplied by 100.	12.329

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 2

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 66 %

Total number students who qualify: 145

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 16 %

Total Number of Students Served: 34

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>14</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>3</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>12</u>	<u>0</u>
Special resource teachers/specialists	<u>2</u>	<u>1</u>
Paraprofessionals	<u>11</u>	<u>0</u>
Support staff	<u>1</u>	<u>0</u>
Total number	<u>27</u>	<u>1</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 18 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	94%	95%	99%	98%
Daily teacher attendance	97%	98%	96%	97%	97%
Teacher turnover rate	10%	10%	0%	0%	10%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

In 2008-2009 a program to promote attendance was initiated by the school counselor. The result was increased daily student attendance.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total		%

PART III - SUMMARY

Buffalo Elementary School is located in North Platte, Nebraska. We are one of 10 elementary schools. Our school is nestled just north of the Union Pacific Railroad and south of Buffalo Bill's historical home. Buffalo Elementary School is a Preschool - 5 school currently serving 219 students. Our preschool program was implemented during the 2008 - 2009 school year with 24 students enrolled. Our school is classified high poverty due to a 70% - 80% poverty rate. Many of our staff members have committed over 20 years of service and many of our families have attended Buffalo Elementary School for generations. Our school has gone through many changes, including a forced reduction in classroom numbers, a fire which destroyed one wing of the school displacing many classrooms, changes in administration, and many philosophical changes in methods of instruction while still maintaining a high standard of academic achievement.

Buffalo Elementary School promotes academic excellence through a collaborative effort between students, staff, parents, and the community. We achieve our goals by setting high expectations, promoting positive leadership, and developing strong interpersonal relationships while fostering a desire for life-long learning. All staff members share a common focus for providing an appropriate education in a safe learning environment filled with mutual respect. Simply put, Buffalo School's mission is "Buffalo School...Learning today, contributing tomorrow!"

During the last five years our primary emphasis has been on improving student performance in the academic areas of reading, math, and writing as reflected in our School Improvement Plan. Being a Title 1 school, Buffalo Elementary School received a grant to implement Reading First to improve reading scores and overall reading ability. We have also implemented a schoolwide math program known as Facts in a Flash to improve automatic recall of basic math facts. In the Writing area, each classroom participates in schoolwide writing activities emphasizing the Six Trait Writing strategies.

The success of Buffalo Elementary School is the result of a cohesive effort on the part of our staff, students, parents, and community. Not only are we committed to providing learning in the classrooms, but also students can take advantage of many of our after school activities. Buffalo Elementary School provides Kids Klub before and after school each day providing a safe environment for children from working families. Our parent group plans and implements a monthly activity such as a Kick-Off Barbecue, Bingo for Books, Movie Night, Math Night, Readers' Theater, and Fun Day to help promote learning while building family relationships. Our community contributes to the success of these programs by volunteering their time, goods, and services. We are proud of the high level of engagement of all members of our school community. Buffalo Elementary School is a school of excellence.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Buffalo Elementary participates in the Nebraska School based, Teacher-led, Assessment Reporting System (STARS). Each school district has adopted standards in math, reading and writing. Since the adoption of state standards, Buffalo has shown continuous improvement in reading, math, and writing. The State of the Schools Report can be viewed at the Nebraska Department of Education website: www.nde.state.ne.us.

Student scores are broken into four quartiles: beginning, progressing, proficient and advanced. Students must score at the proficient or advanced level to meet the standard. Standards are reported to the state in the 4th, 8th and 11th grades. Starting with the 2009-2010 school year the Nebraska Assessment will have taken a different look. All Nebraska students in grades 3-8 and 11 will be taking NeSA-Reading. NeSA-Reading is a single statewide test developed at the state level. NeSA-Reading will allow the students to take the same test to measure learning on statewide reading standards. NeSA-math will be implemented in the 2010-2011 school year.

In addition to the STARS/state reporting the Buffalo students take the Measurement of Academic Progress Assessment (MAP) three times a year. The MAP tests provide results that are used to identify concepts students have mastered, monitor academic growth over time, diagnose individual instructional needs and data to drive instructional decisions.

From 2004-2005 Buffalo fourth grade students demonstrated continuous improvement on the Nebraska Reading STARS assessments. In 2004-2005 86% of Buffalo fourth grade students were proficient or advanced. In 2007-2008 & 2008-2009 Buffalo fourth grade students scored 100% proficient or advanced on the STARS Reading assessment.

In the Math STARS assessment results show similar improvement. In 2004-2005 95% of fourth grades students were proficient or advanced and in 2007-2008 and 2008-2009 100% of students were proficient or advanced on the Math STARS assessment.

Nebraska state writing assessment show an increase in fourth grade students scoring at the proficient or advanced level. In 2003-2004 55% of Buffalo 4th grade students were proficient or advanced to 100% of fourth grade students scoring proficient or advanced in 2008-2009.

Buffalo sub groups have also showed similar improvement. In 2008-2009 free and reduced, male and female fourth grade students all scored 100% proficient or advanced on both math and reading state assessments.

In 2007-2008 Nebraska started accepting scores for third & fourth grades on the state STARS assessments. For math & reading the third grade had 100% of the students score either proficient or advanced. The fifth grade 95% proficient or advanced in both math and reading. In 2008-2009 both the third and fifth grade students scored 100% proficient or advanced in both reading and math assessments.

The excellent assessment scores demonstrate a high commitment by the Buffalo staff to having the Buffalo students meet and/or exceed requirements. It also demonstrates the desire to have the students at Buffalo School master skills necessary for future success.

2. Using Assessment Results:

Each year in early May, the staff at Buffalo Elementary participates in a data retreat to review information from a variety of sources. We gather data from STARS/state reporting, NWEA MAP, Accelerated Reader, DIBELS, and Gates – MacGinitie. During the retreat, the staff identifies and celebrates the areas of success. A school improvement plan is developed focusing on the areas of need in reading, writing, and math. Staff development the following year addresses those concerns.

Students at Buffalo Elementary are given ongoing DIBELS reading assessments to make informed instructional decisions. Classroom teachers, resource teachers, the principal, reading coach, speech/language, Title I, and paraprofessionals look at the data together and determine the strengths and weaknesses of all students. Ongoing progress monitoring helps to determine student's individual performance, changes placement, drives differentiated instruction, and establishes research-based interventions as needed. Students are placed in heterogeneous groups with similar instructional needs in the areas of vocabulary, phonemic awareness, fluency, and comprehension. Students are moved from group to group as their learning level changes. Professional Learning Communities meet together monthly or more to analyze data and determine the instructional direction of the students.

All other academic areas are addressed through our district developed curriculum based state standards or online assessments. Teachers utilize information from both summative and formative assessments to develop lessons and adjust instructional services as necessary.

3. Communicating Assessment Results:

Buffalo Elementary places a high emphasis on assessment scores. Parents and students attend an open house in the fall where curriculum, assessments, report cards, and discipline plans are presented by classroom teachers.

Scheduled Parent- Teacher conferences are held twice a year to discuss the student's progress. The State Standard based report cards are explained and reviewed. A Student/Parent/Teacher compact is signed. All parties set goals and determine a plan of action to accomplish those goals. Reports from DIBELS assessments, STARS assessments, Accelerated Reader, and formative assessments that have been given up to that point are utilized as parents, students, and teachers collaborate to develop goals. Other conferences are scheduled as needed and an open door policy is our belief. Our school is involved with a Response To Intervention program where teachers, parents, counselors, and administration review assessments and create an action plan. Ongoing assessment results are provided to parents every two weeks.

4. Sharing Success:

Buffalo elementary recognizes that success should be shared with students, parents and colleagues. We have five student recognition assemblies during the school year that recognize students for attaining learning goals, achieving to the best of their ability and representing good citizenship. In addition, we have four "Caught Being Here" assemblies to celebrate school attendance.

The Buffalo teachers share success through our Professional Learning Communities and district wide grade level meetings. In our Professional Learning Communities we share and plan by analyzing data, brainstorming school and student needs, collaborating between all staff members and talking about curriculum issues. The district provides release time four times a year for grade levels to meet and share curriculum issues, share successes and plan. Ideas have also been shared by collaboration between individual staff members within Buffalo School and the district.

College students often request Buffalo Elementary to gain valuable experience through required classroom observation hours and student teaching assignments. Substitute teachers often comment about the high expectations and positive behavior of our students. Often times a substitute teacher will request Buffalo School.

In the last five years our reading coach and principal have been asked to share and have shared our success with Nebraska Reading First schools at conferences and state meetings.

Our monthly newsletter to the community and our website shares information and success. The Buffalo success can also be viewed on the Nebraska Department website by going to the annual state report card.

We are very willing to share our success with what we do for our students with other schools. By sharing with other schools it helps them improve as well as ourselves. Helping students succeed is a task that requires communication and cooperation between all involved in the education of children.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum of Buffalo Elementary School is centered around the Nebraska State Standards.

The language arts curriculum integrates reading, writing, spelling, speaking and listening. Grammar instruction is included in every grade level and emphasized through communication skills. The Reading First Program is implemented in grades K-3 with key vocabulary and comprehension instruction continued in grades 4-5. The paraprofessionals at Buffalo School enable the primary grades to use flexible grouping for instruction and assist individual students with fluency practice. A core reading curriculum is also used in grades K-5.

First graders at Buffalo School visit the public library each year to help encourage an enthusiasm for reading outside of school. Kids' Klub, our after school program, visits the library twice a month as well. Technology is utilized within the language arts curriculum through the use of the Accelerated Reader Program. AR goals are set and achievement of these goals is celebrated. The AR program aids in the development of comprehension skills and fosters a love of reading. Many teachers also use a web based spelling program which helps students achieve success in spelling. Instruction of writing is provided through the 6-Trait Writing Process. We conduct building wide writing activities. These activities include assessment to enable the teachers to identify strengths and weaknesses in the writing instruction and help our staff focus on ways to enhance the teaching of writing skills. Fourth Graders participate in the State Wide Writing Assessment. A library skills class which includes instruction in research skills, computer literacy, and internet safety, is taught weekly by a school district media specialist.

Our Title I and resource teachers are integral members of our instructional team. They support instruction as well as provide remediation.

Math utilizes a core curriculum with technology incorporated to assist all students including the gifted and those needing extra help. An ad hoc curriculum committee developed our present "Math Facts in a Flash" program which stresses practice and mastery of basic math facts.

Our school's social studies curriculum has a strong citizenship strand. Positive character traits are taught using the Character Counts and Boys' Town Social Skills Programs. The fifth graders participate in the DARE program, which is taught by a community police officer. This program stresses the importance of being drug and violence free. The students use the skills they learn in this program to write essays in which they explain how these skills will be utilized in their lives. The social studies curriculum also includes history and geography strands. As part of the history strand, the fourth graders attend Living History Day. This day is a day of hands on activities which give the students insight into how life was on the Plains. Through these experiences, students simulate life in early Nebraska.

Buffalo School has a comprehensive guidance and counseling program. Our counselor presents classroom lessons which prepare students for different situations they may encounter. In addition, she is available for students who need help with personal issues. In an effort to improve the attendance at Buffalo School, the guidance counselor and school district's truancy officer instituted the "Caught Being Here" program. This program rewards the students who achieve perfect attendance each quarter. This program has dramatically increased regular attendance.

Our science curriculum is based on the discovery method. Students have an opportunity to explore on their own as well as with a group. Health instruction focuses on personal health and safety using field trips, guest speakers, and text books.

Buffalo School has a quality daily physical education program for students in kindergarten through fifth grades. It is a developmental program allowing children to build basic motor and physical skills and to refine those skills as they mature during their elementary years. Through the physical education program, a positive attitude toward exercise and healthy lifestyle is promoted as well as good sportsmanship, social skills and teamwork.

Fine arts instruction consists of music and art. The Buffalo Elementary music curriculum is based on the national standards for music education. Twice weekly, all students are provided exposure to and experience with the skills in these standards. We use the district art curriculum to develop artistic skills and appreciation. Each year students attend a traveling art exhibit brought to us by the Sheldon Art Gallery from Lincoln, Nebraska. Fifth graders have had the opportunity to work with community artists to develop tiles representing Nebraska. These tiles have been incorporated into several obelisks located in our city parks.

Buffalo School has a well rounded curriculum designed to meet our students' needs.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Buffalo Elementary School Reading is based on the beliefs that all students can read and be successful. Our school improvement goal is to improve our comprehension skills across the curriculum. To improve individual student's performance on reading skills, educators decided to incorporate flexible grouping strategies into their reading instruction. The Title 1 teacher and Special Education teacher provide reading instruction for students in small groups. The principal, teachers, and literacy coach worked collaboratively to schedule 90 minutes of uninterrupted reading instruction. During the 90 minute reading time, para professionals are used to work individually and in small groups with students.

Our reading curriculum and instruction is guided by a consistent core curriculum K-5 (Macmillan-McGraw-Hill). Within this framework five big ideas are addressed; phonemic awareness, alphabetic principle, comprehension, vocabulary and fluency. The reading skills at each grade level are developmentally appropriate, based on state standards, and spiral to provide adequate opportunities for review and reteaching.

Utilizing frequent assessments and data, students who are determined to be at risk, receive additional instruction and intervention through the use of such programs as: Reading Mastery, Road to the Code, Read Naturally, Sound Partners and fluency reads. As motivators outside the reading block, Accelerated Reader as well as other technology programs are used to enhance reading skills.

3. Additional Curriculum Area:

Learning today, contributing tomorrow! The mission of Buffalo Elementary School is a perfect match for the additional curriculum area of technology. Technology permeates every level of our ever changing, advancing society. Technology skills are a fundamental need in day-day life. Empowering students with technology skills will help them be strong contributors tomorrow.

Each student at Buffalo is expected to develop essential skills in technology. Many of Buffalo's students do not have access to technology at home, making it even more important that they develop the essential technology skills at school. The North Platte Public School District has made a strong commitment to enhance the curriculum by providing the needed staff training, hardware, and software. This commitment by the district makes it possible for each student to acquire and to practice these skills.

The Buffalo Elementary School staff has on-going training for technologies which are used by staff and students. The district offers staff training on a variety of hardware: smart boards, laptops, netbooks, projectors, CPS Clickers, ipods, document cameras, web cams, and digital cameras. In addition, the district supports and trains staff to use many software programs as well. These programs include, but are not limited to Microsoft Office, WYNN, Read Naturally, Lexia, Photostory, Kidspiration, Skype, Roxio, Moviemaker, Glencoe Math, and Picasa. With training and access to these types of technology the Buffalo staff is able to seamlessly integrate technology into the daily instruction. This integration allows each student to learn a skill that is essential not only to their daily life but also to their future so they will be able to contribute to tomorrow.

4. Instructional Methods:

At Buffalo Elementary, all teachers apply research-based learning focused strategies in all areas of the core curriculum. The addition of technology has enhanced the dimensions of our instruction. Our instructional methods help develop and support reflective thinkers and citizens who will be well equipped for life beyond school.

Beginning with our preschool program, we use hands-on learning through the High Scope approach to help all students develop readiness skills. As children enter kindergarten, we use DIBELS, informal language communication, and fine motor activities to help us determine their current level of ability so progression of learning can begin immediately. DIBELS assessment is continued throughout all grade levels as we track student growth. As a result of our data-driven approach, teachers also have thorough knowledge of the academic needs of the children entering their classrooms. Collaborative teams then meet to review the summative and formative assessment results, and place students in small instructional groups according to performance levels in reading. Students are then taught each day during a 90 minute uninterrupted reading block, including whole group instruction, followed by small instructional groups, and independent practice. Students' learning develops through specific strategies within their small instructional groups. We use direct as well as indirect instruction, including: cooperative learning, problem-based, hands-on discovery learning, model-prompt practice, and independent practice. Interventions are implemented for students not meeting proficiency. Students are then progress monitored until they are proficient. We build on the different learning styles of each student and feel differentiation is a key to students' success.

Technology is infused into every curricular area of our school, including: ipods, laptops, netbooks, smartboards, elmos, web-cams, camcorders, and use of Skype to interact with other schools. We culminate some of our instruction with assemblies, field trips and guest speakers to better enrich children's learning. Further, our instructors use a variety of teaching methods, such as, student projects and presentations, student-directed learning, lecture and discussion, laboratory activities, research, and other hands-on activities. Title I teachers, paraprofessionals, and extended day program providers help contribute to the success of our students. Throughout their elementary years, research –based strategies are used to attain high student success and achievement.

5. Professional Development:

Our Buffalo Elementary School staff has been well trained in a variety of teaching methods and strategies. We have an ongoing staff development plan in our school district. All of the teachers in our building have been trained in Boys Town Social Skills, Six Trait Writing, and Reading First Instructional Practices. We attend ongoing technology workshops to assist with integrating technology into the classroom. Some of our teachers have attended additional workshops including Framework on Poverty, Talents Unlimited, Character Counts, Differentiated Classrooms, the Faye/Cline Love and Logic Approach, and Orton Phonograms Instruction. All teachers have been trained in the Student Assistance Team (SAT) process and are beginning training for the Response to Intervention (RtI) process. Support staff and paraprofessionals have been provided training in a number of additional areas which include: Road to the Code, Stepping Stones, Sound Partners, Language for

Learning, Reading Mastery, Read Naturally, Lexia, Inclusive Practices, Skill Builders, DIBELS training, and behavior management systems. These comprehensive trainings/workshops have provided the Buffalo Elementary School staff with the necessary skills that have dramatically improved student performance.

6. School Leadership:

The leadership structure at Buffalo Elementary School centers on the philosophy that every member of the school community takes a leadership role. This structure is driven by the principal and supported by every school employee, each student and his/her family.

For example, the principal utilizes his role as a leader to enforce school district policies which allows students and teachers to learn and to work in an engaging educational environment. Each member of the school community looks to the principal for direction, support and leadership.

Each student then is allowed to perform leadership roles in the classroom and in school and community activities. This is demonstrated by students who are asked to model appropriate classroom behaviors and strong academic skills. In addition, selected student leaders are asked to attend a variety of leadership conferences which enhance their skills as future leaders.

Through their role as leaders, the teachers ensure that the programs required by the district, the state, and the nation are implemented successfully. Teachers use the role as leaders to positively impact student outcomes and student success ultimately meeting the state standards while developing positive relationships with their students. As leaders, teachers are included in the decision making process for Buffalo Elementary School. Teachers are encouraged to share concerns and ideas that will lead to school improvement. This type of leadership allows all staff members to feel valued and respected, thus promoting positive interpersonal relationships.

Each student's family shares a vital role in the leadership of Buffalo Elementary School. One example of family leadership is the Buffalo Interest Group (BIG). This group's leadership role is to organize a variety of activities that promote strong family relationships and camaraderie with the entire school community.

Buffalo Elementary School's current success is the result of each person in the school community taking his/her leadership role seriously. As leaders, each member of the school community contributes to our achievement.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Nebraska State Standards

Edition/Publication Year: 2008

Publisher: State of Nebraska

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr		
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	100	0	0
% Advanced	89	67	0	0	0
Number of students tested	28	24	23	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	100	100	0	0
% Advanced	90	71		0	0
Number of students tested	20	14	15		
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	100	100			
% Advanced	87	68			
Number of students tested	23	19			

Notes: State math standards were locally assessed in grade 3 in 2005-2006 but schools were not required to report scores to the state. Percent advanced in 2006-2007 not available.

Subject: Reading

Grade: 3

Test: Nebraska State Standards

Edition/Publication Year: 2008

Publisher: State of Nebraska

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	100	0	0
% Advanced	89	67	0	0	0
Number of students tested	28	24	23	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	100	78	0	0
% Advanced	90	71			
Number of students tested	20	14	15	0	0
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	100	100			
% Advanced	87	68			
Number of students tested	23	19			

Notes:

State reading standards were locally assessed in grade 3 in 2005-2006 but were not required to report to the state.

Percent advanced in 2006-2007 not available.

Subject: Mathematics
Edition/Publication Year: 2008

Grade: 4 Test: Math
Publisher: State of Nebraska

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	90	93	95
% Advanced	96	82	0	0	52
Number of students tested	25	23	17	26	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	100			
% Advanced	100	87			
Number of students tested	15	16	12		
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	100	100			
% Advanced	95	84			
Number of students tested	21	19			

Notes:

Percent advanced in 2005-2006 and 2006-2007 not available.

Subject: Reading
Edition/Publication Year: 2008

Grade: 4 Test: Reading
Publisher: State of Nebraska

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Mar	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	86	76	86
% Advanced	96	83	0	0	30
Number of students tested	25	223	17	26	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	100	83		
% Advanced	100	87			
Number of students tested	18	15	12		
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	100	100			
% Advanced	95	84			
Number of students tested	21	19			

Notes:

Percent advanced in 2005-2006 and 2006-2007 not available.

Subject: Mathematics

Grade: 5

Test: Nebraska State Standards

Edition/Publication Year: 2008

Publisher: State of Nebraska

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr		
SCHOOL SCORES					
% Proficient plus % Advanced	100	95	92	0	0
% Advanced	100	73	0	0	0
Number of students tested	25	19	26	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed					
Percent of students alternatively assessed	100	100	100		
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	100	88	0	0
% Advanced	100			0	0
Number of students tested	18	15	12		
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

State math standards were locally assessed in 2004-2005 in grade 5 but schools were not required to report scores to the state.

Percent advanced not available in 2006-2007.

Subject: Reading

Grade: 5

Test: Nebraska State standards

Edition/Publication Year: 2008

Publisher: State of Nebraska

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr		
SCHOOL SCORES					
% Proficient plus % Advanced	100	95	93	0	0
% Advanced	84	74	0	0	0
Number of students tested	25	19	26	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	93	88	0	0
% Advanced	81	71		0	0
Number of students tested	18	15	12	0	0
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	100	92			
% Advanced	86	85			
Number of students tested	21	13			

Notes:

State reading standards were assessed in grade 5 in 2005-2006 but schools were not required to report scores to the state.

Percent advanced in 2006-2007 not available.